



Not For Display - For Teacher/Staff Use Only

Behavior Support Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: ☒ IEP date: 1/24/04 ☐ 504 plan date: ☐ Team meeting date: ☐

Student Name Mary Today's Date 1/24/04 Next Review Date 1/24/04

1. The behavior impeding learning is (describe what it looks like) in the classroom becomes upset if routine changes (screams, hides under chair)

2. It impedes learning because unavailable for instruction, disrupts others and teacher

3. The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior 3x week, loud continues 20 min

☒ reported by teacher and/or ☒ observed by principal, parent, psychologist

PREVENTION PART I:

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.) 5. unexpected disruptions, not getting expected next activity
	What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?) 6. No schedule instruction has occurred as of yet. No communication system has successfully taught to Maria yet to negotiate.
Intervention	Remove student's need to use the problem behavior
	What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior) 7. 1) Mary is a non-symbolic communicator. She needs a consistent external object schedule to identify the "next" activity rather than reliance upon a routine. Teach Mary to "check schedule," get the object on the schedule and take it to the associated activity; vary the order of activities on her schedule. Materials: 12"x18" color paper on wall. On paper put 2 velcro squares. Identify a set of objects to represent activities of the day (e.g. cup for snack, small ball for APE). Put velcro on objects so can be placed on the schedule to signal "next." Begin with only the 'next object on the schedule. (Do not have more than one object at a time on display). 2) Mary needs a work system: Consistently use tasks having natural closure. (e.g., all the boxes are filled). Intersperse a preferred activity after Maria completes 4 items. Keep work tasks and preferred activities in plastic tubs; delivered by the adult. Activities should be developmentally appropriate, functional activities. High 5 paired with affectional smiles after each activity to signal closure and to provide an observable social reinforcer. At the end of a work session hand Maria a color card that signals "go to schedule get the next object/activity velcroed on the schedule. Who will establish? <u>teacher, aide</u> Who will monitor? <u>teacher and aide</u> Frequency <u>1 x weekly</u>

ALTERNATIVES PART II:

FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis	Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something) 8. Rigidly relies on routines, no way to explain/signal to her a change; doesn't understand, no way to explain why to her, poor negotiation skills, no spoken language. Behavior is both an escape of an activity she doesn't want to do (not in expected routine) and a protest of routine violation.
	Accept an alternative behavior that meets same need
Intervention	What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?) 9. Allow protest through non-verbal gestures (e.g., pushing object away)
	What teaching Strategies/Necessary Curriculum/Materials are needed? (To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior) 10. #1 PIVOTAL SKILL: Teach the routine of going to the transition area. Hand Maria an index -size card same color as the transition area. Use most to least prompting to take card and Velcro to paper, get object and to the activity it represents. 2) PIVOTAL SKILL: Use objects to signal transitions from one activity to another; teacher, aide, & sp. language teacher do initial instruction - Consistent set of objects used to represent activities (e.g. cup for snack). REPLACEMENT BEHAVIOR TEACHING: Adult hands Maria cup and says "time for snack" while simultaneously moving Maria to snack table. Reduce physical prompts when the Maria is conditioned. Start with already established transition, then move on to different ones. REPLACEMENT BEHAVIOR TEACHING: Use shaping techniques to teach Maria to push away undesired activities. Program specialist to demo shaping techniques until all understand technique Who will establish? <u>teacher, aide, mother</u> Who will monitor? <u>program specialist</u> Frequency <u>1 x weekly</u>

What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

11. *Access to preferred activities contingent on completing brief non-preferred task

* High 5, smiles with each task completed & after schedule review For replacement protest: smile and voice tone approval of her choice; use technique demonstrated by Mrs. Jones for all parties.

Selection of reinforcer based on: Preference for adult interactions & activities she likes. Tangibles not necessary or desired.

☒ reinforcer for using replacement behavior ☒ reinforcer for general increase in positive behaviors

By whom? teacher Frequency? initially approx. every 15-20 min, then reduce to once per 45 min

EFFECTIVE REACTION PART III:

REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again? (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences) **12.** XXXX Guide Mary to gently push object away if possible. If protest continues, give her the "check schedule color card" and guide her to the schedule area. Be sure the depicted activity/object is of high preference.

Personnel? teacher/aides

OUTCOME PART IV:

BEHAVIORAL GOALS

Behavioral Goal(s) **13.** 1. By 5/04, Mary will demonstrate understanding of a schedule by walking to her schedule when given a "check schedule card", velcroing the card to her schedule, taking the object off and walking to the activity/areas the object represents as measured by teacher/aide recording on IEP developed record sheet with full master on 90% of intervals recorded. Recording to occur for 90% of all transitions until this goal has been met for 2 weeks, then fade to recording of 70% of transitions.

2) Bu 504, Mary will demonstrate ability to follow a work system by completing 4 developmentally appropriate closure tasks followed 1 minute of a preferred activity, followed by 4 developmentally appropriate closure tasks .

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☒ Increase use of replacement behavior

☒ Develop new general skills that remove student's need to use the problem behavior

Observation and analysis conclusion:

Are curriculum accommodations or modifications also necessary? Where described: _____ ☐ yes ☒ no

Are environmental supports/changes necessary? ☒ yes ☐ no

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? ☐ yes ☒ no

Are both teaching of new alternative behavior AND reinforcement needed? ☒ yes ☐ no

This BSP to be coordinated with other agency's service plans? Regional Center ☒ yes ☐ no

Person responsible for contact between agencies Ms. Jones monthly report to Regional Center Case Manager

COMMUNICATION PART V:

COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants **14.** Daily log of (1) routine changes she accepts (2) episodes of "upset" behavior Why? Who Present? What worked to de-escalate? (see chart attached) blank sample attached to this BSP. Parent to record comments and return daily log in Mary's backpack daily. Weekly phone call, or parent coming into classroom to occur each Friday. Behavior consultant to sign daily log following routine bi-weekly observations and check for parent comments directed to everyone or to behavior consultant in particular. Responses to be recorded in log.

Between? Behavior Consultant/Teacher/Parent Frequency? daily

PARTICIPATION PART VI:

PARTICIPANTS TO PLAN DEVELOPMENT

☒ Student Mary did not attend; non-verbal student

☒ Parent/Guardian Mrs. Holt

☒ Educator and Title Mr. John Jones, SDC teacher

☒ Educator and Title Ms. Browning-Wright instructional assistant

☒ Educator and Title Ms. Browning, Speech Pathologist

☒ Administrator Mr. Peterson, principal

☒ Other Ms. Wolford, Behavior Specialist, County Programs

☒ Other Mr. Jones, Regional Center Case Manager